

6 month reporting date 09/30/04  
 12 month reporting date 03/30/05  
 Closed 5/10/05

## Iroquois School District Improvement Plan/Progress Report Form

<b>Principle: 1 General Supervision</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>Through interviews with administrators, teachers and paraprofessionals, the review team found the district has not consistently trained paraprofessionals who are working with special needs students.</b>				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  <b>All paraprofessionals in the district working with special needs students will have annual training.</b>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> <b>All paraprofessionals will receive annual training.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> <small>Record date objective is met</small>	<b>12 month progress</b> <small>Record date objective is met</small>
1. What will the district do to improve? <b>The district will provide annual training for all paraprofessionals. Training will be given to all paraprofessionals when they are hired.</b>  2. What data will be given to OSE to verify this objective? <b>The district will ensure that all paraprofessionals receive training annually to help them work with special needs students. Dates, topics covered and training provided will be submitted to the SEP.</b>	<b>January 2004 to continuous</b>	<b>Special Education Director</b>	<b>Met Jan '05</b>	
Please explain the data (6 month) The two special education paraprofessionals attended training on Jan. 22, 2004 on managing Anger and Defiance to Improve Academic Performance.				

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<b>Principle: 3 Appropriate Evaluation</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>There was no evidence of functional assessment into the evaluation process in a review of eight out of fifteen files.</b>				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  <b>A variety of assessment tools will be used to gather relevant functional and developmental information about students to assist in determining the students' present level of performance.</b>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> <b>100% of all evaluations will have documentation of functional assessments and be evident in the present levels of performance.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? <b>When evaluating a student functional evaluations will be written for each student 100% of the time.</b> What data will be given to OSE to verify this objective? <b>The district will spot check evaluations and report the number checked to the SEP, and the percentages of evaluations that contained written documentation of functional assessments. An IEP from each Special Education teacher will be submitted to the SEP for required content.</b>	<b>January 2004 and continuous</b>	<b>Resource room staff and Special Education Director</b>	<b>Met Jan '05</b>	

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Please explain the data (6 month) 7 out of 7 IEPs contain written documentation of functional assessments. IEPs are attached.				
2. What will the district do to improve? <b>The special education staff will have an in-service on functional assessments and tying them into the present levels of performance and goals and objectives.</b>  What data will be given to OSE to verify this objective? <b>The date of the in-service and a list of those attending will be submitted to the SEP.</b>	<b>May, 2004</b>	<b>All special education staff</b>	<b>Met Jan '05</b>	
Please explain the data (6 month) An inservice was held on Sept. 29, 2004 with Linda Shirley on Functional Assessment, Writing Justification Statements, Goal Writing and Transition. Attended by Lori Wehlander, Kerry Dickson and Rachel Geyer-Fuhrman.				
<b>Principle: 3 Appropriate Evaluation</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>Revaluations shall be conducted at least every three years or if conditions warrant or if the child's parent or teacher requests an evaluation. Reevaluations must be completed within 25 school days after receipt by the district of signed consent to reevaluate unless other time limits are agreed to by the school administration and the parents. Four out of fifteen files did not meet the 25 day timeline.</b>				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  <b>All timelines will be met for students on IEPs and for three-year reevaluations.</b>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> <b>All IEP's and three-year reevaluations will follow timelines.</b>				

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<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? <b>The district will monitor all IEP's and reevaluations to ensure that all timelines will be met. A master schedule of dates when evaluations are due will be developed.</b> What data will be given to OSE to verify this objective? <b>Documentation of timelines being met will be conducted during the school year and submitted to SEP.</b>	<b>Review in May 2004 and yearly thereafter</b>	<b>Resource room personnel and Special Ed. Director</b>	<b>Met Jan '05</b>	
Please explain the data (6 month) 5 of 5 IEP's met all timelines.				
<b>Principle: 5 Individualized Education Program</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>In seven files reviewed the student's annual goals were not consistently written as measurable, and did not list the condition.</b>				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  <b>Condition, performance and criteria will be included in either the annual goal or in the short term objective to make them measurable. These goals will be linked to the present level of performance.</b>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  <b>Annual goals and short-term objectives will be written so they are measurable and relate to the present level of performance.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met

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1. What will the district do to improve? <b>Staff will participate in a training session on goal and objective writing.</b> What data will be given to OSE to verify this objective? <b>Meeting dates and those attending will be submitted to SEP.</b>	<b>December 2004</b>	<b>Special Education Director</b>	<b>Met Jan '05</b>	
Please explain the data (6 month) An inservice was held on Sept. 29, 2004 with Linda Shirley on Functional Assessment, Writing Justification Statements, Goal Writing and Transition. Attended by Lori Wehlander, Kerry Dickson and Rachel Geyer-Furhman.				
Please explain the data (12 month)				
2. What will the district do to improve? <b>When writing annual goals they will be measurable and skill specific. Short-term objectives will include conditions, performance, and criteria.</b> What data will be given to OSE to verify this objective? <b>50% of IEP's written during a 6 month reporting period will be spot-checked and the number will be reported to the SEP, with the % of skill based, measurable annual goals written. Each Special Education teacher will submit and IEP to the SEP for content.</b>	<b>December 2004</b>	<b>Special Education Director and Resource Room Staff</b>	<b>Not Met</b>	<b>Met</b>
Please explain the data (6 month) 9 of 13 IEP's were written with annual goals measurable and skill specific and short-term objectives include conditions, performance and criteria. It was thought that more were correct, but after the Sept. 29 <sup>th</sup> inservice we are questioning several and not sure if we have them correct.				
Please explain the data (12 month) 25 of 25 IEP's were written with annual goals measurable and skill specific and short term objectives include conditions, performance and criteria.				
<b>Principle: 5 Individualized Education Program</b>				

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<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>The IEP team must address the justification for placement through a statement in the IEP. This statement must include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the general classroom and in extracurricular and non-academic activities. Eleven out of fifteen justification statements did not address the required content.</b>				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  <b>The district will ensure that the placement committee provides a written description of the options considered and the reasons why options were accepted or rejected for each placement alternative considered for the student.</b>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> <b>The justification for placement statement will list reasons why options were accepted or rejected for each student.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> <small>Record date objective is met</small>	<b>12 month progress</b> <small>Record date objective is met</small>
1. What will the district do to improve? <b>All justifications will be written in the accept/reject format and describe what options were considered.</b> What data will be given to OSE to verify this objective? <b>The district will review 50% of IEP's written within the 6-month reporting period and report the number and percent of justification for placement statements that contain the required content. Each Special Education teacher will submit one IEP to the SEP office for correct content.</b>	<b>May 2004</b>	<b>Special Education Director and Resource room staff</b>	<b>Not Met</b>	<b>Met</b>
Please explain the data (6 month) 9 of 13 IEP's contain the required content for the justification of placement. Several others described why the placement was chosen but were not written in the accept/reject format. This will be done on all IEP's from now on.				
Please explain the data (12 month) 25 of 25 IEP's contain the required content for the justification placement.				

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<p>2. What will the district do to improve? <b>All special education staff will have an in-service on writing justification statements.</b></p> <p>What data will be given to OSE to verify this objective?  <b>A list of staff attending the in-service and date of in-service will be submitted to the SEP.</b></p>	<p><b>May 2004</b></p>	<p><b>Special Education Director and Resource room staff</b></p>	<p><b>Met Jan '05</b></p>	
<p>Please explain the data (6 month)          An inservice was held on Sept. 29, 2004 with Linda Shirley on Functional Assessment, Writing Justification Statements, Goal Writing and Transition. Attended by Lori Wehlander, Kerry Dickson and Rachel Geyer-Fuhrman.</p>				
<p><b>Principle: 5 Individualized Education Program</b></p>				
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><b>In three files reviewed, the students were identified under the disability category of Other Health Impaired. The students all demonstrated attention deficit-hyperactivity disorder, however; these behaviors were never addressed in the initial IEP. There were no behaviors listed in the present levels of performance, goals, or objectives. The area of consideration of special factors did not address that the student's general classroom behaviors impede their learning.</b></p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  <b>The district will ensure the IEP contains all required content.</b></p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  <b>The district will include all required content in IEP's relevant to the disability category.</b></p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress</b>          Record date objective is met</p>	<p><b>12 month progress</b>          Record date objective is met</p>

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1. What will the district do to improve? <b>100% of current IEP's will be written to include all required content relevant to the disability category.</b> What data will be given to OSE to verify this objective? <b>Data will include the number of IEP's that contain all required content. One IEP will be sent to the SEP office for a child under the category of Other Health Impaired.</b>	<b>January 2004 and continuous</b>	<b>Resource Room Staff and Special Education Director</b>	<b>Met Jan '05</b>	
Please explain the data (6 month) One IEP written in the six-month period has been Other Health Impaired and is included with all required documentation.				
<b>Principle: 5 Individualized Education Program</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>Transition services did not contain the life planning outcomes regarding employment and living. One hundred percent of the outcomes were based on what the student is doing at the present time, not the future. The district did not provide a course of study and/or a coordinated set of activities, which would promote movement from school to post-school activities.</b>				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  <b>Transition services will include life planning outcomes regarding employment, and living for the future. They will show a coordinated set of activities for a student designed within an outcome-oriented process, which promotes movement from school to post school activities. Transition activities will be based on individual student's needs. A complete course of study will be completed for all students.</b>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> <b>The district will develop a transition process for students, which addresses functional assessments, life planning outcomes, course of study, services and annual goals.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met



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<p>1. What will the district do to improve?  <b>Individualized transition plans written for 100% of students 14 and older will include life-planning outcomes, course of study, which are linked to present levels of performance and functional assessment.</b>          What data will be given to OSE to verify this objective?  <b>100% of IEP's written during the 6 month reporting period, for students age 14 and older, will be spot checked. The number of transition plans spot checked will be reported to SEP.</b></p>	<p><b>December 2004</b></p>	<p><b>Resource room staff and Special Education Director</b></p>	<p><b>Met Jan '05</b></p>	
<p>Please explain the data (6 month)          5 of 5 IEP's contain transition plans wrote with life-planning outcomes, course of study linked to the present levels and functional assessments.</p>				
<p>3. What will the district do to improve?  <b>Special education staff will attend an in-service on transition services, including evaluation, present levels of performance, course of study and life planning outcomes.</b>          What data will be given to OSE to verify this objective?  <b>Staff attending the in-service and date will be submitted to the SEP.</b></p>	<p><b>May, 2004</b></p>	<p><b>All Special Education Staff</b></p>	<p><b>Met Jan '05</b></p>	
<p>Please explain the data (6 month)          An inservice was held on Sept. 29, 2004 with Linda Shirley on Functional Assessment, Writing Justification Statements, Goal Writing and Transition. Attended by Lori Wehlander, Kerry Dickson and Rachel Geyer-Fuhrman. It was discovered during the inservice that we need more functional assessments in all areas including transition.</p>				